

Memorandum Of Understanding (MoU)

DEL 4.3 – WP4



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EACEA – Erasmus+ Capacity Building in VET, n 101092478 —
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Memorandum of Understanding



Introduction. The V.I.R.Tu.A.L. MoU context

V.I.R.Tu.A.L. Project originates from a political framework but also from the work labour situation related to pandemic factors, in particular the decline of apprenticeships.

Specifically, the context of the project is related to:

- The **Council Recommendation on a European Framework for Quality and Effective Apprenticeships**, issued in 2018, that contains 14 Quality Criteria for good apprenticeship structures on two levels: Working conditions and framework conditions. Apart from the EU Commission and EU-Member states, the European Alliance for Apprenticeship (EAfA) and the International Labour Organisation (ILO) are forcing the quality criteria to be adopted and implemented in national vocational education and training systems worldwide.
- The **Council Recommendation on Vocational Education and Training for sustainable competitiveness, social fairness and resilience of December 2020**, that stated:
 - Fears a dramatic decline in the number of apprenticeship training places and underlines that this lack of training opportunities for young people could also lead to an intensification of the shortage of skilled labour, in some areas, in the medium term
 - Supports, in addition to the creation of a common EU platform for VET, the development of virtual reality simulation systems and other digital tools for VET education with the aid of research projects and test phases
 - Underlines that the disruption to the provision of VET caused by the COVID-19 pandemic has had a considerable educational and social impact on VET students, in particular from



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disadvantaged backgrounds, and poses difficult challenges for students who work best under direct guidance and in the presence of a teacher

- Highlights that the decline in the number of apprenticeships should not only be seen as a problem but it must also provide a unique opportunity to modernize VET systems through technological innovations in fields such as virtual reality, artificial intelligence, Industry 4.0 and the Internet of Things, as well as an increased use of online and distance learning, hybrid apprenticeships and alternative assessment

With the agreement signed by the **European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'), **and on the other part**, 1. 'the coordinator': **TIBER UMBRIA COMETT EDUCATION PROGRAMME (TUCEP)**, PIC 997384459, established in PIAZZA DELL UNIVERSITA 1, PERUGIA 06123, Italy, and the following other beneficiaries,: 2. **Artes S.r.l. (Artes Srl)**, PIC 945912185, established in via Pineta 45, Perugia 06134, Italy, 3. **ASSOCIATION OF CITIZENS CEFÉ MACEDONIA SKOPJE (CEFE Macedonia)**, PIC 940494638, established in UL NIKOLA PARAPUNOV 33-57, SKOPJE 1000, Republic of North Macedonia, 4. **KPT SHPK (Kolegji Profesional i Tiranes)**, PIC 920114744, established in NJESIA BASHKIAKE 4 RRUGA XHANFIZE KEKO KOMPLEKSI X ZONA KADASTRALE 8130 NUMER PASURE 5/200, TIRANA 1021, Albania, 5. **EUROPEAN EDUCATION INITIATIVE (UET)**, PIC 935875110, established in BULEVARDI GJERGJ FISHTA 70 H1 NJESIA BASHKIAKE 7, TIRANA 1023, Albania, 6. **UNIVERSITETI NDERKOMBETAR PER BIZNES DHE TEKNOLOGJI UBT SHPK (UBT)**, PIC 949168960, established in LAGJA KALABRIA, PRISHTINA 10000, Kosovo, started in January 2023 the V.I.R.Tu.A.L. project. This Project aims:

- develop teaching methodologies that make use of technological tools and/or ICT and to develop teachers' capacity to incorporate digital technologies into teaching, equipping students/learners with skills to use/access tools, software and platforms
 - improve the level of competences, skills and potential employability of VET learners through new and innovative educational programs in tourism sector (hospitality and restaurant), by applying innovative technologies such as virtual reality (VR), augmented reality (AR) and simulators in the Western Balkan VET institutions involved (Education 4.0)
- V.I.R.Tu.A.L. partners work institutionally in the field of VET and also specifically in tourism / VET tourism, also ICT, digitalisation and technologies crossing aspects and items. They currently have a monitoring unit analysing the VET sectors in which they work carrying on desk research and sample survey with trainees, trainers, stakeholders and Partners.



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According to this context, V.I.R.Tu.A.L. project realised digital didactic materials to:

- Develop teaching methodologies availing of technology and/or ICT tools and develop teacher's ability to incorporate Digital Technologies in teaching
- Equip students with competencies to use/access tools, software and platforms
- Increase interaction between teachers and students
- Increase the level of understanding and reduce the grasping time and the effort that students need to learn information by using 3D concepts instead of 2D ones
- Offer a better delivery of basic knowledge even for complex issues, higher learning efficiency and better learning experience by AR/VR techniques
- Foster cooperation between VET and tourism industry by organizing conjoint sessions to co-design digital didactics materials
- Improve the level of competences, skills and employability potential of VET learners through new and innovative VET educational programs, in particular by applying innovative technologies such as virtual reality (VR), augmented reality in the VET institutions involved (AR) and simulators to facilitate the delivery of practical learning but also to improve the effectiveness of face-to-face and online teaching in long-term VET (Education 4.0)
- Establishing bridges of collaboration between training and tourism industry as means to ensure the proper usage of Education 4.0 at Western Balkan VETs
- Integrate the contribution of entrepreneurs (business associations, individual companies, etc.) in the production of innovative teaching materials capable of guaranteeing the practical approach required in VET as well as in study programs
- **Foster the exposure of staff, managers, policy makers and high-level teachers to approaches that bring the labor market closer to VET (dual learning, development of curricula with private sector partners, secondary schools).**

Purpose of the Memorandum of Understanding

That being said, within the scope of this Project it is envisaged that all Consortium partners will converge towards the signature of a Memorandum of Understanding to improve their exchange of information, communication and collaboration regarding the vocational education and training activities related to tourism vocation and educational training. Partners will confirm their interest in learning contents and further development of skills, knowledge and competence related to tourism and restaurant sectors, innovative methodologies and new technologies used.

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The Memorandum of Understanding (MoU) forms the framework for cooperation between the competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit.

In this MoU, organisations accept each other's status as competent institutions and accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purpose of transferring credits at the end of a training period abroad. They agree on the general conditions such as objectives and duration, the comparability of qualifications concerned for the purpose of credit transfer and identify other actors and further institutions that may be involved.


Establishment of MoUs is recommended for cases of organised mobility. However, if the institutions concerned (e.g. VET providers) already have trust in each others' procedures and they are competent to recognise credit without the agreement of another institution (e.g. ministry, employers' representatives or regional authority), they can put in place exchanges directly using the Learning agreement.

This agreement will enter into force when VET provider partners will organize and hold training courses using V.I.R.Tu.AL. project training materials.

This Memorandum is essential to strengthen the link between innovation and tourism and to facilitate permeability between vocational training and companies in the sector.

The present Memorandum of Understanding (MoU) establishes that each signatory organization:

- Mutually recognises the status of stakeholder and/or competent institution
- Agrees on the MoU fields of activity and implementation methods
- Identifies stakeholders and other competent institutions involved in the process.

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1. Organisations signing the Memorandum of Understanding

Organisation 1

Country	ITALY
Name of organisation	TUCEP
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Organisation 2

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2. The qualification(s) covered by this Memorandum of Understanding

Qualification 1


Country	ALBANIA, ITALY, KOSOVO, NORTH OF MACEDONIA
Title of qualification	EXECUTIVE HOUSEKEEPER / HOUSEKEEPER IN HOSPITALITY
EQF level	3
NQF level	3
Title of unit(s)/groups of learning outcomes/parts of units to be acquired (referred to V.I.R.Tu.A.L. digital didactic materials)	<p>LU1: Classify and use the categories of cleaning agent and equipment.</p> <p>LU2: Illustrate the types of guestroom cleaning.</p> <p>LU3: Apply the procedure of cleaning and maintaining public areas</p>
Learning outcomes to be achieved (referred to V.I.R.Tu.A.L. digital didactic materials)	<ol style="list-style-type: none"> State the criteria for purchasing cleaning equipment and agents. Identify the categories of cleaning agent and equipment. Understand how to use the equipment. List the usage of the cleaning agents on different types of surfaces. Discuss the methods of cleaning and maintaining different surfaces Identify the procedures the room attendants follow when reporting to work. Describe the procedure that is followed by the room attendant when cleaning the guestrooms. Distinguish between the types of guestroom cleaning. Understand the meaning of the term public areas and list them. Describe the procedure of cleaning and maintaining the public areas. Distinguish between the types of public areas

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Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	<p>LU1 - Duration: 30 hours (10 theory in classroom, 5 in virtual environment, 15 on the job training in hotels and similar establishments)</p> <p>LU2 - Duration: 100 hours (20 in classroom also with role-plays, 10 in virtual environment, 70 on the job training in hotels and similar establishments)</p> <p>LU3: Duration: 100 hours (20 - theory and practical activities - in classroom, 10 in virtual environment, 30 On the job training in hotels and similar establishments)</p>
Number of ECVET points to be acquired while abroad	5


Qualification 2

Country	ALBANIA, ITALY, KOSOVO, NORTH OF MACEDONIA
Title of qualification	WAITER IN RESTAURANT
EQF level	3
NQF level	3
Title of unit(s)/groups of learning outcomes/parts of units to be acquired (referred to V.I.R.Tu.A.L. digital didactic materials)	<p>LU1: Prepare and clear equipment, materials and service area for food and beverages service</p> <p>LU2: Prepare and clear guest area for food, beverages and takeaway services</p> <p>LU3: Greet guests and take orders</p> <p>LU4: Use appropriate methods and equipment to serve food, accompaniments, hot and cold beverages to guests</p>

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Learning outcomes to be achieved (referred to V.I.R.Tu.A.L. digital didactic materials)	<p>a. Greet guests and determine their needs, checking booking records when necessary, according to the service requirements. Assist guests upon arrival, ensuring they receive the necessary guidance. Ensure guests receive the appropriate menu for the service. Provide accurate details about individual dishes, tailored to the guests' preferences. Use effective sales techniques to enhance the order value. Promptly record, process, and handle their order efficiently.</p> <p>b. Serve food and accompaniments to guests using suitable methods and equipment in various settings. Prepare and serve drinks to guests across different environments. Sustain the food and beverage service efficiently throughout the entire shift. Adhere to safe and hygienic practices when serving food, accompaniments, and beverages to guests. Store food and equipment securely following organizational protocols. Dispose of waste according to the organization's standards. Manage unexpected situations in accordance with the organization's guidelines.</p>
Description of the learning activities (e.g. information on location(s) of learning, tasks to be completed and/or courses to be attended)	<p>LU1 - Duration: 30 hours (10 - theory and practical activities - in classroom, 5 in virtual environment, 15 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)</p> <p>LU2 - Duration: 60 hours (20 - theory and practical activities - in classroom, 10 in virtual environment, 30 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)</p> <p>LU3 - Duration: 30 hours (10 - theory and practical activities - in classroom, 5 in virtual environment, 15 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)</p> <p>LU4 - Duration: 60 hours (20 - theory and practical activities - in classroom, 10 in virtual environment, 30 On the job training in hotels, restaurants, cafés, clubs, industrial canteens, similar establishments)</p>
Number of ECVET points to be acquired while abroad	4

3. Assessment, documentation, validation and recognition

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By signing this Memorandum of Understanding we confirm that we have discussed the procedures for assessment, documentation, validation and recognition and agree on how it is done.

Assessment of learning outcomes refers to the methods and processes used to determine the extent to which a learner has achieved the knowledge, skills, and competences outlined in the unit of learning outcomes or the mobility unit. This assessment forms the foundation for the validation and recognition of learning outcomes, especially when learners' credits are being transferred. A positive assessment of learners' outcomes, in line with the learning agreement, which is properly documented, serves as the basis for validating and recognizing their credits. In this context, "credit" refers to the assessed learning outcomes, which may later be converted into ECVET.

Assessment adds value to mobility. By assessing learners, making their learning outcomes visible, and ensuring that both learners and teachers are aware of the progress made during mobility, the added value of mobility is highlighted.

Therefore, assessing learners contributes to enhancing the value of mobility. Assessment methods and criteria should be made available to the sending organizations prior to the mobility period.


According to the ECVET recommendation, the assessment process should align with the norms and practices of the host organization. Hosting partners are responsible for ensuring that the selected assessment procedures are transparent enough for sending partners and meet the minimum requirements for validation and recognition.

The assessment document should contain at least the following details:

- the identity of the learner
- the identity of the host organisation
- the identity and profile of persons that assessed the learner
- information on learners' assessed learning outcomes total grade for the module or a grade for each target of assessment (KSC) or a grade for each learning outcome
- other comments or a written summary of the assessment

In the ECVET context, the responsibility for **validating and recognizing** learning outcomes lies with the home institution and/or the competent body of the sending country, if the home institution is not the competent authority.

Validation of learning outcomes refers to the process of confirming that the assessed learning outcomes achieved by a learner match the specific outcomes required for a unit or qualification.

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Recognition of learning outcomes is the official confirmation of achieved learning outcomes through the awarding of units or qualifications.

The quality of assessment is critical for both the validation and recognition of learning outcomes. To ensure this, assessments must uphold integrity by being valid, reliable, flexible, and fair, and they should be based on evidence that is valid, sufficient, current, and authentic.


Credit transfer for learning outcomes occurs in three stages:

1. The host institution assesses the learning outcomes according to the transparent criteria agreed upon with the sending institution prior to the mobility and records them in the learner's personal transcript.
2. The home institution verifies that the assessment procedures were correctly followed and validates the credit as an accurate record of the learner's achievement. If necessary, the home institution submits the documentation to the relevant authority in the home country, which determines whether the agreed quality standards have been met.
3. The home institution and/or the competent body of the home country then officially recognize the validated learning outcomes.

Experience from previous ECVET projects suggests that not all ECVET principles have been fully implemented in practice across all European countries. Certain elements of ECVET can be challenging to apply in specific contexts. In particular, recognition of learning outcomes does not always result in exemption from formal assessments at the home institution, especially in vocational education and training (VET) systems where qualifications are granted based on a single final assessment.

Assessment methods include several of the following:

- self-assessment
- peer-assessment simulated conversations structured (oral or written)
- formal feedback written assignments
- written exam
- work samples (online)
- portfolio (e.g. blog, Instagram)
- video, photographs, drawings
- skills demonstration
- presentation


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- observation.

In the following section, the elements useful for carrying out the assessment of the modules of the VIRTUAL project (referred to in deliverable 4.1) are provided, as shared between the partners.

4. V.I.R.TU.A.L. ASSESSMENT SCHEMES


MODULE: PLANNING DAILY HOUSEKEEPING		
STUDENT'S ASSESSMENT		
Student: VET provider:	Assessor:	
DESCRIPTION OF THE EXERCISE		
a. Classify and use categories of cleaning agents and equipment. b. Identify and follow guestroom cleaning procedures. c. Clean and maintain public areas in hotels.		
DURATION OF MODULE:		LEVEL OF ASSESSMENT <5 – Failed, 5 – Pass, 6 – Good, 7-8 - Very good, 9 -10 - Excellent
Level: Beginner / EQF 3		
LEARNING OUTCOMES		
Knowledge	1) About cleaning agents and equipment	
	Student identifies categories of cleaning agents and equipment (0,5 pts)	
	Student knows criteria for purchasing cleaning equipment and agents (0,5 pts)	
	Student understands the maintenance protocols for cleaning equipment (0,5 pts)	
	2) About guestroom cleaning procedures:	
	Student knows the procedure followed by room attendants (0,5 pts)	
	Student distinguishes between different types of guestroom cleaning (0,5 pts)	
	3) About public areas cleaning:	
	Student understands the meaning of public areas and can list them (0,5 pts)	
	Student describes the procedure for cleaning public areas (0,5 pts)	

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	TOTAL KNOWLEDGE	3,5 pts
Skills	1) About cleaning agents and equipment, the student is able to:	
	demonstrates proper usage of manual and mechanical cleaning equipment (0,5 pts)	
	ensures proper cleaning and storage of equipment (0,5 pts)	
	takes appropriate action when equipment is faulty (0,5 pts)	
	2) About guestroom cleaning procedures, the student is able to:	
	Student organizes cleaning supplies and linen for guestroom cleaning (0,5 pts)	
	Student follows the standard room cleaning procedure (0,5 pts)	
	Student correctly cleans and replenishes bathroom supplies (0,5 pts)	
	3) About public areas cleaning, the student is able to:	
	Student organizes the workplace and cleaning equipment for public areas (0,5 pts)	
	Student ensures timely cleaning of high-traffic areas (0,5 pts)	
	Student demonstrates proper techniques for cleaning different surfaces in public areas (0,5 pts)	
	TOTAL SKILLS	4,5 pts
Competences	Student works cooperatively and service-oriented (0,5 pts)	
	Student assumes responsibility for his/her work (0,5 pts)	
	Student works as a member of a team (0,5 pts)	
	Student manages work-related interactive situations (0,5 pts)	
	TOTAL COMPETENCES	2 pts
	TOTAL ASSESSMENT	10 pts

Possible activities through which to carry out the assessment:

1. *Practical demonstration: students are asked to demonstrate housekeeping tasks such as cleaning surfaces, operating equipment (e.g., vacuum cleaners, floor polishers), or arranging cleaning supplies. The instructor evaluates their technique and adherence to safety and hygiene standards. Example task: Clean a room or area following proper procedures for surface maintenance and equipment usage.*

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2. *Scenario-Based role play: students act out real-world housekeeping scenarios, such as dealing with a spillage or cleaning different types of surfaces (e.g., wood, tile, marble). The instructor provides feedback on problem-solving skills and the use of appropriate cleaning agents. Example scenario: a student must choose the correct cleaning method for a stained carpet and explain their choice.*
3. *Checklist-Based inspection: students complete a mock housekeeping checklist after inspecting a room setup (e.g., checking linens, equipment readiness, cleanliness). This tests their attention to detail and ability to identify areas that need cleaning or maintenance. Example task: Inspect a hotel room setup and fill out a checklist to ensure all items are in place and clean.*
4. *Peer observation and feedback: students work in pairs or small groups, where one student performs a task (e.g., bed-making or cleaning surfaces), and the other observes and provides feedback using a pre-designed rubric. This encourages collaboration and self-assessment. Example task: One student makes a bed following a standard procedure, while the peer uses a checklist to ensure all steps are followed correctly.*
5. *Simulated housekeeping report writing: after completing cleaning tasks, students prepare a mock housekeeping report, documenting any issues (e.g., damaged items, maintenance needs) or observations during their work. This helps assess their ability to communicate effectively and document work outcomes. Example task: Write a report after inspecting a room, noting any damaged items or maintenance requests.*
6. *Knowledge Quiz: a written quiz to assess theoretical knowledge of cleaning agents, equipment usage, and safety standards. This can include multiple-choice, true/false, or matching questions. Example question: "Which cleaning agent should be used to clean marble surfaces?"*
7. *Visual/Photo Assignment: students take photos of a correctly cleaned and arranged room or service area. They then explain their process, identifying the cleaning tools and methods used, demonstrating understanding of correct procedures. Example task: Submit photos of a cleaned area, explaining why certain cleaning agents and equipment were chosen.*
8. *Time Management Exercise: students are given a time limit to complete a set of housekeeping tasks (e.g., cleaning a guest room or setting up a service area). The instructor evaluates their ability to work efficiently while maintaining quality. Example task: Clean a room within 20 minutes while following proper cleaning protocols.*

COMMENTS:




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Assessor	Signature	DATE:
		STAMP:


MODULE: PREPARE AND CLEAR SERVICE AND GUEST AREAS FOR FOOD AND BEVERAGES SERVICE		
STUDENT'S ASSESSMENT		
Student: VET provider:	Assessor:	
DESCRIPTION OF THE EXERCISE		
a. Prepare and clean equipment, materials, and service areas for food and beverage service. b. Clear and maintain guest areas for food and beverage services.		
DURATION OF MODULE:	LEVEL OF ASSESSMENT	
Level: Beginner / EQF 3	<5 – Failed, 5 – Pass, 6 – Good, 7-8 - Very good, 9 -10 - Excellent	
LEARNING OUTCOMES		
Knowledge	1) About food and beverage settings and service areas:	
	Student recognizes various food and beverage service settings (1 point)	
	Student knows how to prepare and clean equipment and materials for food service (1 point)	
	Student understands safe and hygienic practices in preparing service areas (1 point)	
	2) About guest area preparation and clearing:	
	Student understands how to prepare guest areas for food service (1 point)	
	Student knows the procedure for clearing and maintaining guest areas (1 point)	
	TOTAL KNOWLEDGE	5 pts
Skills	1) About food and beverage settings and service areas, the student is able to:	
	demonstrates the ability to prepare service equipment and materials (0,5 points)	
	organizes and cleans service areas for food and beverage service (0,5 points)	

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	follows safe and hygienic practices when setting up the service area (0,5 points)	
	2) About guest area preparation and clearing, the student is able to:	
	prepares and organizes guest areas for food service (0,5 points)	
	ensures the cleanliness of guest areas and service equipment (0,5 points)	
	demonstrates proper disposal of waste and handling of leftover food items (0,5 points)	
	TOTAL SKILLS	3 pts
Competences	Student works cooperatively and provides quality service (0,5 points)	
	Student assumes responsibility for work tasks (0,5 points)	
	Student works effectively as a team member (0,5 points)	
	Student manages unexpected situations in service preparation and clearing (0,5 points)	
	TOTAL COMPETENCES	2 pts
	TOTAL ASSESSMENT	10 pts


Possible activities through which to carry out the assessment:

1. *Role play to identify and resolve any issues in the preparation and setup of service areas, such as missing equipment or cleanliness problems*
2. *Practical demonstration on how to set up and clean the service area. The instructor observes the process and evaluates based on a checklist of required tasks, such as arranging tableware, setting condiments, and cleaning the service area.*
3. *Scenario-Based role play: students act out a scenario where they prepare the guest area for a meal. For example, the instructor could provide a situation (e.g., preparing for a formal dinner or a buffet), and students must arrange the service area accordingly.*
4. *Visual/Photo assignments: Students take pictures of a correctly set table, or service area, identifying and explaining their choices for each element (e.g., the arrangement of glassware or cutlery). This method allows assessment of their understanding of proper service area layout.*
5. *Written Test/Quiz: a short quiz with multiple-choice or true/false questions to assess knowledge of hygiene practices, table setups, and types of equipment required in different service scenarios. Example: "What is the correct way to arrange cutlery for a formal dinner setting?"*

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COMMENTS:		
Assessor	Signature	DATE:
		STAMP:


MODULE: SERVE FOOD AND BEVERAGES		
STUDENT'S ASSESSMENT		
Student:	Assessor:	
VET provider:		
DESCRIPTION OF THE EXERCISE		
a. Greet guests and take orders. b. Use appropriate methods and equipment to serve food accompaniments, hot and cold beverages to guests.		
DURATION OF MODULE:	LEVEL OF ASSESSMENT	
Level: Beginner / EQF 3	<5 – Failed, 5 – Pass, 6 – Good, 7-8 - Very good, 9 -10 - Excellent	
LEARNING OUTCOMES		
Knowledge	1) About guest greeting and order taking:	
	Student recognizes different categories of guests and assists them appropriately (1 point)	
	Student understands how to manage reservation systems and guest arrivals (1 point)	
	Student knows the menu, including ingredients and special dishes (1 point)	
	2) About serving food and beverages:	
	Student understands various methods of food service (1 point)	
	Student knows the proper safety and hygiene standards when serving food and beverages (1 point)	
	TOTAL KNOWLEDGE	5 pts
Skills	1) About guest greeting and order taking, the student is able to:	

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	Student greets guests and assists them to their table following service standards (0,5 points)	
	Student provides accurate details about menu items and records orders efficiently (0,5 points)	
	Student applies upselling techniques to maximize order value (0,5 points)	
	2) About serving food and beverages, the student is able to:	
	Student serves food and beverages using appropriate methods and equipment (0,5 points)	
	Student maintains cleanliness and organization in guest and service areas throughout the shift (0,5 points)	
	Student follows correct procedures for clearing tables and waste disposal (0,5 points)	
	TOTAL SKILLS	3 pts
Competences	Student works cooperatively and communicates effectively with guests and team members (0,5 points)	
	Student assumes responsibility for tasks and manages unexpected situations during service (0,5 points)	
	Student adheres to safety and hygiene standards throughout the service (0,5 points)	
	Student demonstrates professionalism and service quality, assisting guests as they depart (0,5 points)	
	TOTAL COMPETENCES	2 pts
	TOTAL ASSESSMENT	10 pts


Possible activities through which to carry out the assessment:

1. *Role play on effective coordination with kitchen management for efficient food and beverage delivery*
2. *Role Play of guest interaction: students engage in a role play where one plays the role of the server and another the guest. The focus is on greeting the guest, taking orders, recommending dishes, and checking guest satisfaction. The instructor observes and gives feedback on communication and professionalism and respect of standards and how to solicit guest feedback during service and respond promptly to any concerns or compliments*
3. *Practical demonstration with timing: students demonstrate serving food and beverages using correct procedures, such as carrying trays, serving beverages, or clearing tables. They are timed to simulate real service scenarios where efficiency is key.*

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4. *Knowledge Quiz: a test or quiz on various types of food service methods (e.g., plated service, family-style, buffet) and beverage service techniques. It could include matching exercises, such as matching service methods with appropriate table setups.*
5. *Observation log: during practice sessions, students are observed using a log where the instructor notes their ability to follow proper food safety standards, serve with appropriate techniques, and manage guest requests.*
6. *Menu explanation exercise: students choose a dish from a mock menu and explain its ingredients, cooking method, and potential pairings (e.g., beverages or sides). This assesses their understanding of the menu and ability to communicate with guests effectively.*

COMMENTS:		
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5. Additional information

Basic Shared Concepts and Terminology

In a framework based on European principles and a common national reference level, the following conceptual definitions and reference points have been adopted for the Memorandum of Understanding from the Recommendation to the European Parliament and Council (18 June 2009) on the creation of a European credit system for education and ECVET vocational training (2009/C 155/02):

- *Qualification*: the formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards
- *Learning Outcomes*: statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence
- *Learning Outcome Units*: component of a qualification that consists of a coherent set of knowledge, skills and competences that can be evaluated and validated
- *Learning Outcome Credits*: a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications
- *Competent Authority*: a competent authority is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries
- *Assessment of Learning Outcomes*: methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence
- *Validation of Learning Outcomes*: process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification
- *Recognition of Learning Outcomes*: process of attesting officially achieved learning outcomes through the awarding of units or qualifications
- *ECVET Points*: a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.



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6. Validity of this Memorandum of Understanding

This Memorandum of Understanding is valid until 31.12.2026

7. Signatures

Organisation / country	Organisation / country
TUCEP / ITALY	ARTES SRL / ITALY
Name, role	Name, role
Place, date	Place, date
Organisation / country	Organisation / country
CEFE Macedonia / NORTH MACEDONIA	KPT SHPK / ALBANIA
Name, role	Name, role




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Place, date	Place, date
Organisation / country	Organisation / country
EUROPEAN EDUCATION INITIATIVE / ALBANIA	UNIVERSITETI NDERKOMBETAR PER BIZNES DHE TEKNOLOGJI UBT SHPK / KOSOVO
Name, role	Name, role
Place, date	Place, date

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